

**REPORT OF INFORMATION**  
**DoDEA Scoring Rubric**  
**Grade 7 and 9**

**Score Point 6 – Exceptional Achievement**

**Voice.** The writer reports the subject in an interesting and clear manner. The writer establishes himself or herself as an authority on the subject. We hear a lively voice.

**Information.** The writer includes specific information in the report – facts, details, examples, anecdotes, explanations, and definitions. By identifying objects carefully and accurately, the writer indicates to readers that he or she is an authority on the subject. The writer presents specific and concrete information relevant to the subject and the point the writer is making.

Depending on the writing situation, writers may choose several of the following strategies to present information:

- Using a personal anecdote (telling about a fishing trip as a way of sharing information about fishing).
- Creating a scenario (an imaginary baseball game as a way of informing readers about the agonies and uncertainties of baseball).

Differentiating, naming, and describing the parts of a subject (administrators, teachers, goals, groups, activities at a school, different types of fins on a surfboard).

- Listing or describing activities associated with a subject (swimming, hiking, biking, walking, sight-seeing in a town, reading, writing, working on projects, participating in group work, socializing in a class, riding, racing, washing, currying, spraying, feeding a horse).
- Comparing or contrasting subjects as a way of generating information about a subject (contrasting a private and a public school).
- Telling the history of a subject (what the earliest surfboards were like, how a school or a team began).
- Narrating the process of making, using, or participating in an activity (waxing a surfboard, playing in a football game).
- Creating images or analogies (a surfboard leash is like a dog leash).
- Naming and providing details about the features of a subject (trout, salmon, shad, American River, Nimbus Dam, Sacramento River, a surfboard leash is a solid line of plastic, about as thick as a pencil, with a Velcro strap at the end).
- Explaining the benefits of a subject (“When I play the piano, all of my frustrations disappear...” “Football takes your mind off things...”).
- Narrating the history of involvement with the subject (“When I first started playing the piano I hated it...I quit...but then...”).
- Exploring motives for interest in a subject [“I will keep on playing piano (softball, football, etc.) because it is so enjoyable.”].
- Describing the joy of victory, the agony of defeat (“I love to tie flies...”).
- Outlining the requirements for knowing about or participating in a subject (passing a three-page test to get into a journalism class).

The writers of the best essays incorporate several strategies in their essays.

**Controlling Idea.** In addition to using the essay to inform us about a subject, the writer of a six-point essay has stated or clearly implied a controlling idea. When we know the writer’s controlling idea, we know the writer’s attitude toward the subject. The writer uses the controlling idea to provide coherence and a focus to the essay.

**Organization.** A six-point essay is well organized. It begins with helpful orientations to the subject or a context for reading about it. It is coherent and clearly patterned. The writer creates this pattern by focusing on components of the subject and developing one or more components with specific information. The writer ends the essay in a satisfactory manner.

### **Score Point 5 – Commendable Achievement**

**Voice.** Like the writer of a six-point essay, this writer clearly reports information about the subject in an interesting manner. We hear an authoritative voice in the essay.

**Information.** The writer gives useful information, but not as much information as the writer of a six-point essay. This information is relevant to the subject and includes facts, details, and examples.

**Controlling Idea.** The writer of a five-point essay has stated a controlling idea and maintains a consistent attitude toward the subject.

**Organization.** Like a six-point essay, a five-point essay is well organized. The writer begins and ends the essay effectively but may not have established as clear a pattern as the writer of a six-point essay and may not display the same degree of control.

### **Score Point 4 – Adequate Achievement**

**Voice.** The writer reports the subject eagerly, but without the authority of the writer of a five-point essay.

**Information.** The writer gives us considerable information, sometimes as much information as the writer of a five-point or six-point essay. However, some information may not be well integrated into

the essay and may be general rather than specific or concrete. The writer has arranged and grouped the information but may not have as carefully or consciously selected the information as the writer of a five- or six-point essay.

**Controlling Idea.** The writer of a four-point essay states a controlling idea and in general uses the idea to provide consistency. However, the writer's attitude toward the subject may waver.

**Organization.** In a four-point essay, the writer reveals a plan, but the essay may not be well organized. The essay may have an effective beginning but may end hurriedly and clumsily. The writer of some four-point essays give up control or momentum to respond to the suggestions in the prompt. (An essay can earn a four- or five-point score without paragraph boundaries.) Decide whether the essay has some coherence and direction.

### **Score Point 3 – Some Evidence of Achievement**

**Voice.** The writer of a three-point essay responds to the prompt. The writer may seem interested in informing readers and may communicate the sort of eager personal voice we hear in a four- or five-point essay. However, the writer may focus on opinion or evaluation rather than on information.

**Information.** A three-point essay generally presents less information than a four-point essay. The writer may rely more on generalization, opinion, or evaluation than on specified information and may not provide enough information to characterize the subject. The writer may only list titles, names, or places without any elaboration or include personal information not relevant to the point or helpful to readers who want to understand the subject.

**Controlling Idea.** The writer may present a simple statement of subject without a controlling idea.

**Organization.** A three-point essay stays on topic but it may be weakly organized. It may circle back to an idea as an afterthought. It may seem added on, sentence by sentence, but it will not digress too far. It may just follow an order of presentation suggested by the prompt.

### **Source Point 2 – Limited Evidence of Achievement**

**Voice.** The writer of a two-point essay may show some awareness of readers and may even reveal a lively voice.

**Information.** Very thin development. The writer does not seem to understand how to report information. Rarely will the writer use specific detail to develop a point. The essay will usually be brief, but some may be as long as three- or four-point essays without the specific detail.

**Controlling Idea.** The essay may be no more than a simple statement of the subject.

**Organization.** Organization may be shaky. We may not be sure where the writer is going, though the essay will usually be readable. Writer sometimes digresses and shows little sense of pointed progression. May rely on suggestions in the prompt for organization.

**Score Point 1 – Minimal Evidence of Achievement**

On topic. The writer has a subject.

**Voice.** Will usually reveal little sense of voice or awareness of readers.

**Information.** Unlike a two-point essay, a one-point essay does not deliver much information. It contains few points or ideas and rarely includes details. The writer may seem to be giving information but actually is evaluating or asserting opinions.

**Controlling Idea.** May be no more than a simple statement of object.

**Organization.** The essay is badly organized and sometimes incoherent. Brief.

**Score Point 0 – Inappropriate Response**

**Off Topic.**